

**CENTRAL TEXAS COLLEGE**  
**SYLLABUS FOR CDEC 2426**  
**ADMINISTRATIVE PROGRAMS FOR CHILDREN I**  
**Semester Hours Credit: 4**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A.** Application of management procedures for early care and education programs includes planning, operating, supervising, and evaluating programs. Topics cover philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation, and communication.
- B.** This course is required to receive the Child Development Department Associate in Applied Science Degree, Child Development Certificate of Completion, and Administrator Credentials.
- C.** This course is occupationally related and serves as preparation for careers in Child Development Department.
- D.** Prerequisites(s): Six hours of child development college course work must be completed prior to enrolling in course
- E.** Bloom's Taxonomy of Cognitive, Psychomotor, and Affective domains of Coding are Knowledge (K), Comprehension (C), Application (AP), Analysis (AN), Synthesis (S), Evaluation (E).
- F.** This course requires 32 Lab Assignment hours.

NAEYC Standards and Program Level Outcomes: All CTC's Child Development Department coursework includes learning opportunities and outcomes that address the National Association for the Education of Young Children.

**II. LEARNING OUTCOMES**

- A.** Upon successful completion of this course, the student will: Develop an initial operational plan: identify the functions of an administrator. Evaluate an early care and education program. (C1,C3, C5, C8, C18) (K, C, A P, AN, S, E) (NAEYC Standard 1 & 4)

- B.** Evaluate an early care and education program. (C1, C4, C5, C6, C8 C15)
1. Analyze different types of early childhood programs.
  2. Compare the functions and roles of the director in various programs.
  3. Define Philosophy.
  4. Discuss components of philosophy.
  5. Analyze philosophies from various types of programs.
  6. Evaluate how the philosophy of a program affects the curriculum.
  7. Recognize the important role of parents in planning for children.
  8. Write a program philosophy including goals and objectives.
  9. Analyze program policies (e.g., parent policies, personnel policies, etc.)  
Write either a parent policy handbook or a personnel policy handbook for an early care and education program.
- C.** Identify the functions of an administrator ( C1, C2, C3, C4, C5, C6, C8, C12,)
1. Discuss the licensing process.
  2. Describe licensing regulations (Minimum Standards).
  3. Explain local, state and national laws and regulations which impact a program.
  4. Identify resources available to assist programs.
  5. Discuss the impact of developmentally appropriate practices on the operations of a program.
  6. Define accreditation.
  7. Examine a fiscal management system.
  8. List the major categories of income and expenses budgeted in an early care and education program.
  9. Evaluate a budget for an early care and education program.
  10. Assist with fiscal management in a program.
  11. Participate in a licensing visit with a TDPRS representative.
- D.** Develop an initial operational plan (C1, C4, C5, C6, C8, C9, C12, C13, C14)
1. Analyze staffing needs.
  2. Discuss employment process (e.g., job description, recruiting, screening, interviewing, selecting, terminating).
  3. Develop an orientation plan.
  4. Discuss how to conduct effective staff meetings.

### **III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

#### **IV. COURSE REQUIREMENTS**

##### **A. General**

1. Participate in class and laboratories regularly.
2. Participate constructively in class discussions.
3. Complete all assignments on time.
4. Attend any face to face classes on time and remain for the duration of the period.
5. Know and observe all college regulations.
6. Be present/take all examinations.
7. Read all assigned selections from the text, outside reading when assigned, and be ready to report on the reading.
8. No tape recorders may be used in face to face classes without the expressed approval of the instructor.

Good class participation is indispensable for earning a good grade.  
Regular attendance is essential for the same reason.

- B.** Lab Requirements and Field Experience requirements are the same in all online and face to face classes. Details are explained in your course. Students have a 32 hour lab requirement for this course.

NOTE: No student may receive a final grade without completing the required lab or field experience hours in full.

#### **V. EXAMINATIONS**

- A.** There will be at least two examinations. (Quizzes are optional.)
- B.** Make-up examinations will be given only with the instructor's permission.
- C.** All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

#### **VI. SEMESTER GRADE COMPUTATIONS**

Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

Percentage	Grade
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D

Below 60%

F

\*Students who are unable to complete all required lab hours will receive an IP in this course and directions pertaining to an IP will be followed. (See p. 6, VII C).

## VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is your responsibility as a student to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses  
Friday of 4th week for 6-week courses  
Friday of 6th week for 8-week courses  
Friday of 7th week for 10-week courses  
Friday of 9th week for 12-week courses  
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any

course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. **Incomplete Grade**: In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.
- D. **Professionalism**: Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.
- E. **American with Disabilities Act (ADA)**: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.
- G. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. **Scholastic Honesty**: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Each student should avoid:

1. **Plagiarism:** the taking of passages or ideas from writings of others without giving proper credit to the source.
2. **Collusion:** working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
3. **Cheating:** giving or receiving information on an examination, homework, or projects.

## VIII. COURSE OUTLINE

Application of management procedures for early care and education programs includes planning, operating, supervising, and evaluating programs. Topics cover philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation, and communication.

Competencies National Association for the Education of Young Children  
 3A, 4D, 5A, 5B, 5C, 6A, 6B, 7A, 7B, 7C, 8A, 8B, 8C, 10A, 10 B, 10C, 10D, 10E, 10F  
 Competencies: Scan Occupational  
 C1, C2, C5, C6, CY, C8, C9, C11, C12, C13, C14, C16, C17.

### A. **LESSON 1: CHAPTER 1: MANAGING CHILDREN’S CENTERS IN THE 21ST CENTURY, CHAPTER 2 TYPES OF CHILD DEVELOPMENT PROGRAMS**

1. **Learning Objectives:**
  - a. Define key terms, including program administrator, leadership, management, advocacy, fertility rates, and child development center.
  - b. List and explain the core competencies required for directors of child development programs.
  - c. Identify and describe the stages of professional development for early childhood program administrators or leaders.
  - d. Discuss population trends that influence the field of early care and education.
  - e. Identify and explain the primary focus of five types of child-care programs.
  - f. Discuss the advantages and disadvantages of three ways to finance child development programs.
  - g. Describe a systems approach to providing child-care services.
  - h. Study current events in child care administration.

**2. Learning Activities:**

- a. Read Chapters 1 and 2 in textbook (C5, C6)
- b. Complete Discussion Questions and for Lesson 1 ( C4, C5, C6)
- d. Current Event Presentation- Research, interview, submit slide presentation, and evaluate childcare director (C1, C2, C4, C5, C6, C8,)
- e. Lesson 1 quiz (C5, C6, C8)
- f. Lab Assignment 1: Cost analysis on 3 centers. Compare fees, tuition, and other charges. Answer questions included in lesson (C1, C2, C3, C5, C6, C8)

**3. Learning Outline:**

- a. Administrator roles
- b. Management functions
- c. Five stages of professional development
- d. Manager focus
- e. Thirteen core competencies for directors
- f. Management functions
- g. Five types of child development programs
- h. The concept of human capital
- i. Universal Pre-K
- j. Methods of financing child development programs
- k. The true cost of childcare
- l. Systems Approach

**B. LESSON 2: CHAPTER 3: APPLYING THEORIES IN MANAGING A CHILD DEVELOPMENT CENTER**

**1. Learning Objectives:**

- a. Define theory and explain why theories are important.
- b. Identify characteristics of four different types of child development theories.
- c. Describe key concepts associated with the major theories and give examples of how they are applied by child-care managers.
- d. Describe the ways that organization and management theories have changed over time and give examples.
- e. List and explain the five management processes.

- f. Describe the components of the ecological systems framework and give an example of how it can be applied by a manager of a child-care center.

**2. Learning Activities:**

- a. Read chapter 3 in textbook (C5, C6)
- b. Complete Discussion Questions for Lesson 2 (C4, C5, C6)
- c. Current Event Presentation Assignment (C1, C2, C3, C5, C6, C8)
- c. Lesson 2 Quizzes (C5, C6, C8)
- d. Lab Assignment 2: Interview a director concerning daily issues they face and how they solve the issues (C1, C2, C4, C5, C6, C8)

**3. Learning Outline:**

- a. Theories from different areas of knowledge
- b. Phases of center management to an external concept
- c. Developmental theories
- d. Theories of postmodern critics of child development theorists
- e. Different ways of classifying organization theories
- f. Theories of hypothetical scenarios
- g. The family ecosystem framework
- h. Five basic management processes

**C. LESSON 3: CHAPTER 4&5: REFLECTIVE MANAGEMENT AND MANAGEMENT ORGANIZATIONAL**

**1. Learning Objectives:**

- a. Explain the importance of reflective practice for effective management.
- b. Describe several management and leadership styles.
- c. Discuss the role of emotional intelligence in management.
- d. Identify several types of decisions and give examples.
- e. List the steps involved in the decision process.
- f. Use a system of prioritizing tasks as a time management strategy.
- g. Define the terms organizational management and stakeholder as they relate to operating a child development center.
- h. Describe the roles of the policy board and the advisory board.
- i. Explain the differences among policies, procedures, and rules.
- j. List and explain the regulatory and legal requirements governing the operation of child development programs.
- k. Give examples of the types of planning that managers use.

1. List steps in the planning process and give examples.

2. **Learning Activities:**

- a. Read chapters 4 and 5 in textbook (C5, C6)
- b. Complete Discussion Questions for Chapters Lesson 3 (C4, C5, C6)
- c. Lesson 3 Quizzes (C5, C6, C8)
- d. Complete Step 1 for Current Event Presentation: Research current event that affect center directors and choose a topic (C1, C5, C6, C8)

3. **Leaning Outline:**

- a. Assess progress toward self-mastery
- b. Differences between active reflection, proactive reflection, and community reflection
- c. Classroom floorplans for infants, toddlers, and preschool-age children
- d. Physical environment for children with disabilities.
- e. Elements of a high-quality outdoor environment for play and learning.

**D. LESSON 4: CHAPTER 6: FISCAL MANAGEMENT**

1. **Learning Objectives:**

- a. List resources needed to start and maintain a child development program.
- b. Discuss sources of funding for child development programs.
- c. Explain the relationship among parent fees, staff salaries, and quality of care.
- d. Calculate costs for staff salaries.
- e. Construct a budget.
- f. Identify strategies for managing center finances.

2. **Learning Activities:**

- a. Read chapter 6 in textbook (C 5, C6)
- b. Complete Discussion Questions for Lesson 4 (C4, C5, C6)
- c. Lesson 4 Quiz (C5, C6, C8)

- d. Lab Assignment 3: The price of supplying a 4 year old classroom (C1, C2, C5, C6, C8)

**3. Learning Outline:**

- a. MESH Formula
- b. How the MESH formula is used.
- c. The costs of child-care
- d. Maintaining internal control of finances
- e. The importance of internal control of finances.

**E. LESSON 5: CHAPTER 7 & 8: PERSONNEL MANAGEMENT AND HUMAN RELATIONS**

**1. Learning Objectives:**

- a. Describe the steps in the job design process and create an example of each.
- b. Discuss the role of organizational structure, authority, and span of control in coordinating the jobs in a child development center.
- c. Give an overview of the steps involved in the staffing process.
- d. Explain the importance of understanding staff members' needs, desires, and motivations.
- e. Apply techniques for fostering effective communication with and among staff members.
- f. Give examples of strategies for supporting professional development of staff members.
- g. Describe the elements of a performance appraisal system.

**2. Leaning Activities:**

- a. Read chapters 7 and 8 in textbook (C 5, C6)
- b. Complete Discussion Questions for Lesson 5 (C4, C5, C6)
- c. Lesson 5 Quizzes (C5, C6, C8)
- d. Lab Assignment 4: Research Minimum Standards and find qualifications for all staff including the director (C5, C6, C8, C11, C12)

**3. Learning Outline:**

- a. Organizing for personnel management.
- b. Comparing personnel management from staffing procedures.

- c. Examples of personnel management
- d. Employee development: job design, job analysis, and job description
- e. Employee development: job specification, job classification, and job coordination
- f. Span of control, human ratio, and mathematical ratio
- g. Valuing human capital
- h. Six strategies for attracting and retaining qualified staff
- i. Seven steps of conflict resolution
- j. Performance appraisal system
- k. Teachers' developmental stages.
- l. Teacher needs for training and growth.
- m. Volunteers' roles in child development centers.
- n. How volunteers can be of help.
- o. Volunteers as a hindrance.
- p. Directors enhancement of volunteer's.

**F. LESSON 6: REVIEW-MID TERM**

- a. In this lesson you will take the Mid Term Exam. (C1, C5, C6, C8)
- b. Current Event Presentation Step 2: Interview director on chosen topic (C1, C4, C5, C6, C8, C9)

**G. LESSON 7: CHAPTER 9: FACILITIES MANAGEMENT**

**1. Learning Objectives:**

- a. Compare the regulations and professional standards that apply when planning the physical environment of a child development center.
- b. Discuss ways that space is organized to meet children's basic environmental needs.
- c. Analyze how factors such as intended use and traffic flow influence the layout of a building or classroom.
- d. Create and evaluate classrooms floorplans for infants, toddlers, and preschool-age children,
- e. Describe ways to adopt the physical environment for children with disabilities.
- f. Describe elements of a high-quality outdoor environment for play and learning.

**2. Learning Activities:**

- a. Read chapter 9 in textbook (C5, C6)
- b. Complete Discussion Questions for Lesson 7 (C4, C5, C6)
- c. Lesson 7 Quiz (C5, C6, C8)
- e. Lab Assignment 5: Research Minimum Standards regarding square footage required per child ( C1, C3, C5, C6, C8)

**3. Learning Outline:**

- a. Ecosystems connections between the physical-biological and social-cultural environments
- b. Sustainability impacts the physical-biological and social-cultural environments.
- c. Regulations and professional standards.
- d. Personal space and density impact.
- e. Group size, building layout, room layout, indirect guidance, and arrangement impact personal space.
- f. Four activity types involved in caregiving.
- g. How activity types and regions impact children and adults
- h. Important aspects of designing early childcare

**H. LESSON 8: CHAPTER 10 & 11: MANAGING HEALTH AND SAFETY ISSUES AND MANAGING FOOD SERVICE**

**1. Learning Objectives:**

- a. Describe the policies and practices that child-care centers should have in place to protect and promote children's health.
- b. Give examples of risk management strategies for child-care centers.
- c. Discuss the health and safety aspects of meeting children's physiological needs.
- d. Explain how child development centers help meet children's mental health needs.
- e. Describe procedures to follow in caring for sick children.
- f. State the signs of child abuse and neglect, procedures for reporting, and ways to prevent its occurrence in the center.
- g. Discuss ways to set up and maintain a safe, healthy food program.

- h. Apply basic guidelines to plan nutritious meals for children at each age level.
- i. Explain how the center's food program relates to curricular goals.

**2. Learning Activities:**

- a. Read chapters 10 and 11 in textbook (C5, C6)
- b. Complete Discussion Questions for Lesson 8 (C4, C5, C6)
- c. Take Lesson 8 Quiz (C5, C6, C8)
- e. Lab assignment 6: Create a one week menu that includes breakfast, lunch, and snack meeting NAEYC nutritional guidelines (C1, C2, C3, C5, C6, C8)

**3. Learning Outline:**

- a. Recommendations of NAEYC and the American Academy of Pediatrics
- b. Child-health care consultants benefits
- c. Connecting primary caregivers to the concept of a medical home for all children.
- d. Connections between child-health care consultants and medical homes
- e. Recommendations the medical welfare of the children in care.
- f. Risk management, child abuse and neglect prevention.
- g. Reducing the likelihood of child abuse.
- h. The benefits of emergency planning
- i. Consistent monitoring contributions to safety.
- j. How child care programs meet children's physiological and mental health needs.
- k. Best practices of children's physiological and mental health needs.
- l. Goals that are met for a well-planned child-care food service.
- m. Best practices directors use to meet regulations and professional standards for children's welfare.
- n. Federal subsidies available to help pay for food in child-care.
- o. Appropriate equipment and supplies essential to maintain safe, sanitary conditions for food preparation.
- p. Functions of food service personnel in food-related activities.
- q. Methods of preventing food borne illness.
- r. Considerations when caring for infants.
- s. What food service policies should include.
- t. Care environments that have positive effects on children's eating behaviors.

- u. Curriculum related to food should be planned, including cultural diversity.

**I. LESSON 9: CHAPTER 12: EDUCATIONAL PROGRAMMING**

**1. Learning Objectives:**

- a. Discuss regulations and professional standards concerned with educational programming.
- b. Articulate the manager's responsibility for the educational program.
- c. Identify the basic requirements of a good educational program.
- d. Explain differences among curriculum models.
- e. Describe appropriate daily schedules and create weekly activity plans for 3- to 5-year-old children and for infants and toddlers.
- f. Give examples of ways to increase the meaningful involvement of families in the educational program.

**2. Learning Activities:**

- a. Read chapter 12 in textbook (C5, C6)
- b. Complete Discussion Questions for Lesson 9 (C4, C5, C6)
- c. Take Quiz (C5, C6, C8)
- d. Current Event Presentation step 3: Prepare a 7 slide minimum Keynote Power Point on the topic of your research (C1, C5, C6, C8)
- e. Lab Assignment 7: Using NAEYC guidelines give 5 examples of ways to involve families in your educational program (C1, C5, C6, C8)

**3. Learning Outline:**

- a. Organizations that address regulations and professional standards.
- b. Manager's responsibilities regarding the educational programming.
- c. Basic requirements of a good educational program
- d. Time-block plans for infants and toddlers.
- e. Family's role in the educational programs of early care centers.
- f. Five principles of family involvement.

**J. LESSON 10: CHAPTER 13 & 14: FAMILY SUPPORT AND MARKETING YOUR PROGRAM**

**1. Learning Objectives:**

- a. Explain how regulations and professional standards address the concept of family engagement.
- b. Discuss the ways in which program directors might apply knowledge of family systems and parenting styles.
- c. Explain the importance of family-friendly practice and cultural responsiveness for building relationships with families.
- d. Give examples of several strategies for building and maintaining partnerships with families.
- e. Explain the difference between marketing and public relations.
- f. Describe examples of effective marketing strategies.
- g. Describe examples of effective public relations strategies.

**2. Learning Activities:**

- a. Read Chapters 13 and 14 in textbook (C5, C6)
- b. Complete Discussion Questions for Lesson 10 (C4, C5, C6)
- c. Lesson 10 Quiz (C5, C6, C8)
- d. Lab Assignment 8: Create a Marketing Plan for a center (C1, C2, C3, C5, C6, C8)

**3. Learning Outline:**

- a. Licensing regulations for collaborating with families.
- b. Directors' knowledge application of family systems and parenting styles.
- c. Differing application of family systems and parenting styles among families.
- d. Three basic parenting styles are shaped by cultural and individual characteristics and values.
- e. Elements of cultural responsiveness.
- f. Connections between and best practices in partnerships with families.
- g. Family-friendly practices for directors to utilize.
- h. Strategies for building partnerships with families.
- i. Conflict resolution with family members.
- j. Similarities and differences between marketing and public relations.
- k. Similarities and differences between a key claim and a key proof.
- l. Similarities and differences between customer profiles and generational marketing.
- m. Connections between having a healthy service-scape and high quality customer service.

**K. LESSON 11: CHAPTER 15 : ASSESSMENT AND EVALUATION LEADERSHIP**

**1. Learning Objectives:**

- a. Describe the manager's role in monitoring and controlling for quality.
- b. Explain the elements of program evaluation to include who is involved and what is evaluated.
- c. Discuss the advantages and drawbacks of methods for assessing children's learning

**2. Learning Activities:**

- a. Read chapter 15 in textbook (C5, C6)
- b. Complete Discussion Questions for Lesson 11 (C4, C5,C6)
- c. Lesson 11 Quiz C5, C6, C8)
- d. Lab Assignment 9: Evaluation and monitoring of staff in a child development center (C1, C4, C5, C6, C8, C12, C13, C 14)

**3. Learning Outline:**

- a. Differences between program evaluation, formative evaluation, and summative evaluation.
- b. Different approaches to assessment.
- c. Variations in authenticity in assessments.
- d. Differences and similarities between structural variables and process variables.
- e. Structural variables and process variables relate to program quality and accountability
- f. Key players in establishing standards.
- g. Similarities and differences between the director duties of monitoring and controlling

**L. LESSON 12: REVIEW AND FINAL**

- a. In this lesson you will take the Final Exam. (C1, C5, C6, C8)
- b. Current Event Presentation Step 4 Due: Submit 50 word feedback to each your peers of their presentations ( C1, C4, C5, C6, C8)

- c.** Lab 10 Assignment: Write 100 word essay describing the most useful information of this course and what chapter you would like more detail on. (C1, C5, C6)